



GRADE 12 DIPLOMA EXAMINATION

English 33

Part A: Written Response

June 1987

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EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33**

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of **THREE** sections. Read the **WHOLE** examination before you begin to write. Complete **ALL** sections.

Total time: 2½ hours

Budget your time carefully.

The three sections of the test are as follows:

Page Number

Section I:	Personal Response to Literature Suggested time: 75 minutes (1¼ hours) Value: 50% of this examination	2
Section II:	Functional Writing Suggested time: 45 minutes (¾ hour) Value: 30% of this examination	10
Section III:	Response to Visual Communication Suggested time: 30 minutes (½ hour) Value: 20% of this examination	19

You may use a **DICTIONARY** and a **THESAURUS**.

Space is provided for **PLANNING AND DRAFTING** and for **REVISED WORK**.

Please write your revised work in blue or black ink.

**DO NOT WRITE YOUR NAME ANYWHERE
IN THE TEST BOOKLET**

JUNE 1987

SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the two selections and complete the assignment that follows.

Selection One:

from FLY THE NEST TESTS

The mother in the following selection is about to leave her daughter at summer camp.

They stepped carefully over the trunk and out of the cabin door. The girl glanced around the area, kiddingly but carefully, to make sure no one was looking. When the coast was clear, they shared a goodbye hug.

This time the mother had left no more than three unnecessary pieces of advice scattered around her daughter's cubbyhole. This time the girl had only one or two moments of uncertainty. It had gone rather easily.

At eleven, the girl was, her mother noted with some satisfaction, rather independent . . . sturdy . . . "healthy." She thought about that as she drove home.

Over the years both had become more practiced at saying goodbyes. They had passed through graduated lessons in leavetaking — school, overnites, weekends, vacations, camp. It was all, surely, part of the normal process of independence programming, separation training.

Yet, when she walked into the house, saw the roller skates in the front hall, and heard the silence, she had sudden second thoughts. Why, after all, is it that we automatically equate emotional health with independence?

Picking up a bag of stationery, carefully selected and carelessly forgotten on the stairs, she thought about how we grade maturity on a scale of self-sufficiency and give out passing grades to children who learn to do for themselves.

Even our small people are supposed to learn to say goodbye without flunking composure.

Good parents, she had read somewhere, raise children who are competent and confident enough to leave them. What a deal.

Ellen Goodman

Selection Two:

from ROUGHING IT

My brother had just been appointed Secretary of Nevada Territory — an office of such majesty that it concentrated in itself the duties and dignities of treasurer, comptroller, secretary of state, and acting governor in the governor's absence. A salary of eighteen hundred dollars a year and the title of "Mr. Secretary" gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word "travel" had a seductive charm for me. Pretty soon he would be hundreds and hundreds of miles away

Continued

on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and maybe get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. . . . What I suffered in contemplating his happiness, pen cannot describe. And so, when he offered me, in cold blood, the sublime position of private secretary under him, it appeared to me that the heavens and the earth passed away, and the firmament was rolled together as a scroll! I had nothing more to desire. My contentment was complete. At the end of an hour or two I was ready for the journey.

Mark Twain

Section I: Personal Response to Literature Assignment

Saying “goodbye” is a universal experience that can take many forms. Whether it be the separation of individuals from each other or the separation of an individual from a place, parting tends to stir the emotions of those involved. The mother in “Fly the Nest Tests” feels a sense of loss after she has left her daughter at camp. The narrator in *Roughing It* feels a sense of adventure when preparing to leave home for the first time. In each instance saying “goodbye” has emotional associations that are strongly felt.

WRITE ABOUT A TIME OF PARTING. BASE YOUR WRITING ON *EITHER YOUR OWN EXPERIENCE OR THAT OF A CHARACTER STUDIED IN YOUR HIGH SCHOOL ENGLISH CLASSES. DO NOT WRITE ABOUT THE EXPERIENCES OF THE CHARACTERS IN “FLY THE NEST TESTS” OR *ROUGHING IT*.*

In your writing BE SURE to

- describe the time of parting
- examine the feelings and attitudes associated with parting
- explain the effects of parting

Present your ideas in any PROSE form that will make your writing interesting.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

Section I: Personal Response to Literature

REVISED WORK

[illegible]

There is additional space for Revised Work on pages 7 and 9.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 8.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 9.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

Section I: Personal Response to Literature

REVISED WORK

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SECTION II: FUNCTIONAL WRITING

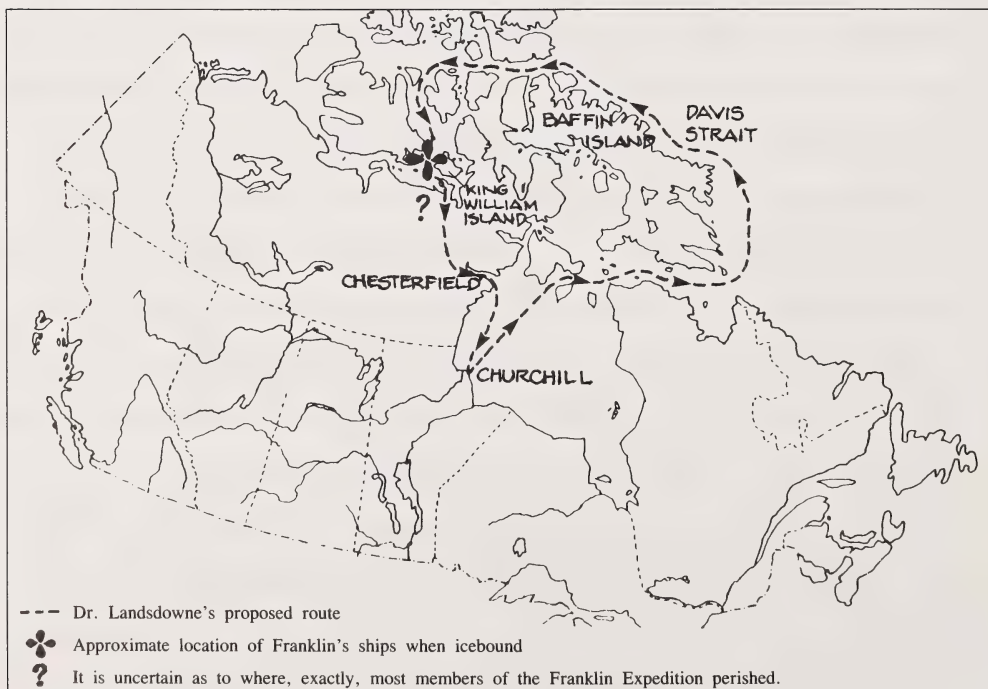
Read the imaginary situation described below and do the assignment that follows.

THE SITUATION

The Chrysalis Society is a non-profit organization whose purpose is “to help young Canadians develop their individual potential.” This organization administers various projects intended to give young Canadian men and women the opportunity to “develop personal strengths while benefiting society.”

The Chrysalis Society’s most recent project is to administer an expedition that will retrace the steps of the ill-fated Franklin expedition of 1845. Dr. John Landsdowne, a well-known geographer and explorer, will head the expedition. Dr. Landsdowne plans to establish his headquarters, staffed by supply and communications personnel, at Churchill, Manitoba. The 30 members of the actual expeditionary team will travel in three modern and well-equipped boats to a landing near the point where the ships of the Franklin expedition were trapped in the ice. The expeditionary team will then travel overland along a route determined by Dr. Landsdowne to be the most probable path of the Franklin expedition. The team will camp along the way using the same type of equipment used by Franklin’s followers. Dr. Landsdowne hopes to answer some of the many questions surrounding the tragic outcome of the Franklin expedition — one of the mysteries of the Canadian North.

The following map details the route that Dr. Landsdowne is planning to use.



THE ASSIGNMENT

WRITE A LETTER OF APPLICATION TO DR. LANDSDOWNE IN RESPONSE TO THE FOLLOWING ADVERTISEMENT.

DO YOU HAVE A DESIRE FOR ADVENTURE? A WISH TO MEET NEW PEOPLE? SEE NEW PLACES?

DO YOU HAVE A FLAIR FOR ORGANIZATION? AN ABILITY TO COMMUNICATE? A TALENT FOR NAVIGATION?

CAN YOU COOK? OPERATE A MOTORBOAT? PITCH A TENT?

If your answer to any of these questions is YES, The Chrysalis Society has an exciting adventure for YOU! We would like you to join a team of young men and women who will retrace the final journey of a famous Arctic explorer, Sir John Franklin. This expedition will take place from July to September, 1987.

We need: Team Leaders, Navigators, Boat Operators, Cooks, Supply Workers, Surveyors, Communications Staff. Many other positions are also available.

You will be assigned a specific job based on the interests and abilities you can demonstrate. Your wage will be low, but your chance to develop personal strengths and form lifetime friendships will be high!

Write to: Dr. John Landsdowne, The Chrysalis Society, 23 Prospect Road, Ottawa, Ontario COL 0D0

In your letter

- describe your own areas of strength and potential
- tell why you believe that these areas of strength and potential will be further developed by your participation in the expedition
- provide examples from your past experience that will help Dr. Landsdowne assign you to a specific job

Use an appropriate tone in your writing.

PLEASE NOTE: Correct letter format has been provided beginning on page 13.

DO NOT USE YOUR OWN NAME ANYWHERE IN YOUR WRITING.
Sign your letter "Pat Jones."

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 14 and 16.

Section II: Functional Writing

P.O. Box 203
Nalwen, Alberta
T5J 2R2

June 10, 1987

Dr. John Landsdowne
The Chrysalis Society
23 Prospect Road
Ottawa, Ontario
C0L 0D0

Dear Dr. Landsdowne:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 15 and 17.

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 16.

Section II: Functional Writing

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 17.

Section II: Functional Writing

PLANNING AND DRAFTING

Section II: Functional Writing

REVISED WORK

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GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the photograph and complete the TWO assignments that follow. Complete each assignment in paragraph form.



Continued

Section III: Response to Visual Communication – Assignment 1

PLANNING AND DRAFTING

Section III: Response to Visual Communication – Assignment 1

1. The two children in the photograph are walking away from the camera. Although we cannot see the children's faces, we can imagine their emotions. What emotions do you think the children are experiencing? Use details from the photograph to support your answer. Answer in paragraph form.

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section III: Response to Visual Communication — Assignment 2

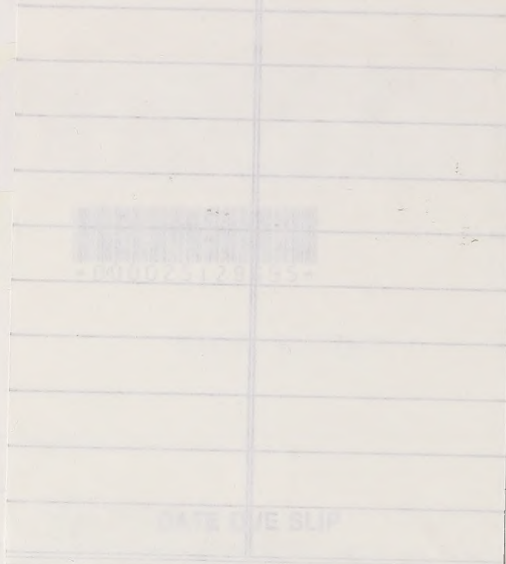
PLANNING AND DRAFTING

Section III: Response to Visual Communication — Assignment 2

- Often a photograph will have a caption under it that helps to identify the theme or main idea. Suggest a caption for the photograph. Use details from the photograph to explain why your caption is appropriate. Answer in paragraph form.

REVISED WORK

Blank lined paper.



CREDITS

Ellen Goodman. "Fly the Nest Tests" © 1979, *The Boston Globe Newspaper Company/Washington Post Writers Group*, reprinted with permission.

From *Roughing It* by Mark Twain (New York: New American Library).

Photograph by W. Eugene Smith/BLACK STAR. Reprinted by permission.

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M2	
M3	

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PERMANENT MAILING ADDRESS: _____
(Apt./Street/Ave./P.O. Box) (Village/Town/City) (Postal Code)

SCHOOL CODE: **SCHOOL:** _____ **SIGNATURE:** _____

ENGLISH 33: PART A